

REQUEST FOR APPLICATIONS (RFA) #0428-03

Government of the District of Columbia
Office of the Chief Financial Officer
Office of Research and Analysis

DISTRICT OF COLUMBIA PUBLIC SCHOOLS OFFICE OF CITYWIDE EARLY CHILDHOOD INITIATIVE

WILLIAM F. GOODLING FY 2003 EVEN START FAMILY LITERACY PROGRAM



2003-2004

The Even Start Family Literacy Program a federal initiative authorized by Title 1, Part B, of the Elementary and Secondary Education Act of 1965 (P.L. 103-382) as amended, and the No Child Left Behind Act of 2001 (P.L. 107-110).

Announcement Date: April 24, 2003
RFA Release Date: April 28, 2003

Application Submission Deadline: Wednesday, May 28, 2003 at 5:00 p.m.

LATE APPLICATIONS WILL NOT BE FORWARDED TO THE REVIEW PANEL



N O T I C E

PRE-APPLICATION CONFERENCE

WHEN: *Thursday, May 8, 2003*

WHERE: *941 N. Capitol St., NE
4th floor, Training Room A
Washington, DC 20002*

TIME: *2:00 p.m. – 4:00 p.m.*

CONTACT PERSON: *Anika Wilson Brown
(202) 727-7775*



CHECKLIST FOR APPLICATIONS

- ☐ The applicant organization/entity has responded to all sections of the Request for Application.
 - ☐ The Partnership Application/Cover Page, found in Attachment A, contains all the information requested.
 - ☐ The Abstract is complete and is 2-3 pages in length.
 - ☐ The Program Budget is complete and complies with the Budget forms listed in Attachment B of the RFA. The budget narrative is complete and describes the line items proposed.
 - ☐ **The application is printed on 8½ by 11-inch paper, double-spaced (no single spaced pages), on one side, using 12-point type with one inch margins. ORA will not forward applications to the review panel that do not conform to this requirement.**
 - ☐ The narrative section is complete and is within the 25-page limit for the RFA submission.
 - ☐ **The applicant is submitting the required original and five (5) copies of its application, of the six copies; one must be an original. ORA will not forward the application to the review panel if the applicant fails to submit the required six (6) copies with one of the six-stamped “original”.**
 - ☐ The application conforms to the “Application Format” listed in Section VI on page 24 of the RFA. **The review panel will not review applications that do not conform to the application format.**
 - ☐ The Statement of Assurances listed in Attachment F is complete and contains the requested information.
 - ☐ The appropriate appendices, including program descriptions, staff qualifications, individual resumes, licenses (if applicable), and other supporting documentation are enclosed.
 - ☐ Application includes the Collaboration Form, Matching Funds, Eligible Participants, Data Section, Timeline, etc.
 - ☐ The application (original and five copies) is submitted to ORA no later than 5:00 p.m., on the deadline date of May 28, 2003.
 - ☐ The application is submitted with two original receipts, found in Attachment G, both attached to the outside of the envelope or package for ORA’s approval upon receipt.
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**District of Columbia Public Schools
Office of Citywide Early Childhood Initiative
Request For Application #0428-03**

**WILLIAM F. GOODLING
FY 2003 EVEN START FAMILY LITERACY PROGRAM**

SECTION I GENERAL INFORMATION

Overview

The District of Columbia Public Schools (DCPS), Office of Citywide Early Childhood Initiative is pleased to announce the Even Start Family Literacy Grant Program. The Even Start Family Literacy Program is a Federal initiative authorized by Title 1, Part B, of the Elementary and Secondary Education Act of 1965 (P.L. 103-382), as amended and the No Child Left Behind Act of 2001 (P.L. 107-110).

The purpose of Even Start is to help break the cycle of poverty and illiteracy by improving the educational opportunities of the nation's low -income families through the integration of adult education, childhood education, parenting education and adult and child interaction. Under the Even Start program, the Secretary provides Federal financial assistance for family- literacy education projects to help parents gain the literacy and parenting skills they need to become full partners in the education of their young children, (ages birth through eight), and to assist those children in reaching their full potential as learners. Even Start is implemented through cooperative projects that build on existing community resources to create a new range of services.

Federal Definition of Family Literacy Services

The federal definition for family literacy used in the 1998 Head Start amendments, the Reading Excellence Act, the Even Start amendments, Community Services Block Grant Act and Workforce Investment Act brings commonality for family literacy programs. It allows collaboration in order to provide services commonly defined by major funding streams: *Sections 1202(e)(3) and 14101(15), ESEA*

“The term ‘**family literacy services**’ means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:



Statement of Purpose

The purpose of the William F. Goodling Even Start Family Literacy Programs is to help break the cycle of poverty and illiteracy by:

- 1) Improving the educational opportunities of the Nation's low income families by integrating early childhood education, adult literacy, or adult basic education, and parenting education into a unified family literacy program, to be referred to as "Even Start"; and
- 2) Establishing a program that shall:
 - A. Be implemented through cooperative projects that build on high-quality existing community resources to create a new range of services;
 - B. Promote the academic achievement of children and adults;
 - C. Assist children and adults from low-income families to achieve to challenging State content standards and challenging State student achievement standards; and
 - D. Use instructional programs based on scientifically based reading research and addressing the prevention of reading difficulties for children and adults, to the extent such research is available.

Source: Elementary and Secondary Education Act (Even Start);
Head Start Act;
Reading Excellence Act;
Workforce Investment Act (Adult Education and Literacy Act);
Community Services Block Grant Act (CSBG);
No Child Left Behind Act.

Source of Grant Funding

The Even Start Family Literacy Program a federal initiative authorized by Title 1, Part B, of the Elementary and Secondary Education Act of 1965 (P.L. 103-382) as amended, and the No Child Left Behind Act of 2001 (P.L. 107-110).

Eligible Organizations/Entities

The District of Columbia Public Schools is authorized to make financial assistance and must/shall assure that all of the following have direct and equitable access to federal funds



provided under this RFA. An eligible applicant for the Even Start Family Literacy program is comprised of an LEA **and** a Partnering Organization/Agency:

- a) **Local Education Agency** - In DC there are 39 entities that are considered a Local Education Agency or “LEA”—DC Public Schools and each of the 38 charter schools. Therefore, an institute of higher education, or private school would not qualify as an “LEA”.

One or more of the above entities, must then partner with one or more of the following:

- b) **Partnering Organization/Agency** –

- ◆ One or more nonprofit community-based organizations;
- ◆ Public agencies other than an LEA;
- ◆ Institutions of higher education (includes two-and four-year institutions);
- ◆ Public or private nonprofit organization of demonstrated quality other than an LEA.

An eligible entity for an Even Start grant is a collaborative partnership between one or more entities from “a)” **AND** one or more entities from “b)”.

In order to partner with the District of Columbia Public Schools, the applying organization must have a collaboration form signed by the Division Assistant Superintendent of Schools. (See Attachment K)

An eligible organization means any public or private nonprofit organization with a record of providing effective services to family literacy providers, such as the National Center for Family Literacy, Parents as Teachers, Inc., the Home Instruction Program for Preschool Youngsters (HIPPY), and the Home and School Institute, Inc. (Attachment E, Part B, C, & D)

Eligible Participants

1. Eligible participants are families with a child or children birth to age eight (*changes in the law allow children over the age of eight to be served as long as the local project collaborates with a program under Title I, Part A of the ESEA, and Title I Part A funds contribute to the cost of providing Even Start Program services to those children*) so long as the focus of the program continues to remain on families with young children (*Section 1206(b)(3), ESEA*) and their parents who are eligible for participation in an adult basic education program under the Adult Education Act, or parents who are under the compulsory school attendance age so long as a local school district provides or ensures the availability of the basic education component of the program. Eligible families are in need of Even Start services as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent. Examples of other need-related indicators that a project could consider are homelessness, disability and unemployment.
 - a. The Adult Education and Family Literacy Act defines an adult (teen parent) as an individual who is at least 16 years old or who is beyond the age of compulsory school



attendance under state law. Adults eligible for services under the Adult Education and Family Literacy Act are those:

- Who are not enrolled in a school;
 - Who lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education;
 - Who are not currently required to be enrolled in school; and
 - Whose lack of mastery of basic skills results in an inability to speak, read, or write the English language constituting a substantial impairment of their ability to get or retain employment commensurate with their abilities with a view to making them less likely to become dependent on others.
- b. In applying the above criteria, applicants should use the same standards for Even Start as are used for their adult education program.
2. Section 14101(22) of ESEA defines “parent” to include, in addition to a biological or adoptive parent, legal guardian or other person standing “in loco parentis”. Generally, “in loco parentis” means a person acting in place of a parent or legal guardian, and may include a person such as a grandparent, stepparent, aunt, uncle, older sibling or other person either with whom the child lives, or who has been designated by a parent or legal guardian to act in place of the parent or legal guardian regarding all aspects of the child’s education.
3. Any family participating in the project that becomes ineligible as a result of one or more members of the family becoming ineligible for such participation, may continue to participate in the program until all members of the family become ineligible for participation, which:
- a. In the case of the family in which ineligibility was due to the child or children of such family attaining the age of eight, shall be in two years or when the parent or parents become ineligible due to educational advancement, whichever occurs first; and
 - b. In the case of a family in which ineligibility was due to the educational advancement of the parent or parents of such family, shall be when all children in the family attain the age of eight.

Scope of Work

Applicants submitting an application for Even Start Program funding must address the following program components:



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- a. The identification and recruitment of families most in need of services. Need may be indicated by numerous indicators, including low level of income and/or low level of adult literacy or English language proficiency of the eligible parent or parents.
 - b. Screening and preparation of parents, including teenage parents and children to enable such parents to participate fully in the activities and services provided under this part, including testing, referral to necessary counseling, other developmental and support services, and related services.
 - c. Be designed to accommodate the participants' work schedule and other responsibilities, including the provision of support services, when such services are unavailable from other sources, necessary for participation in the activities assisted under this part, such as:
 - 1. Scheduling and locating of services to allow joint participation by parents and children;
 - 2. Child care for the period that parents are involved in the program provided under this part; and
 - 3. Transportation for the purpose of enabling parents and their children to participate in Even Start programs and activities.
 - d. High quality instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate childhood educational services, and preparation of children for success in regular school programs.
 - e. Special training of staff, including child care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered through Even Start.
 - f. Operate on a year-round basis, including the provision of some program services, instructional or enrichment, during the summer months.
 - g. Be coordinated with other IASA programs, relevant programs under the Adult Education Act, the Individuals with Disabilities Education Act, and the Job Training Partnership Act, and the Head Start program, volunteer literacy programs, and other relevant programs.
 - h. Ensure that the programs will serve those families most in need of the activities and services provided by Even Start.
 - i. All local programs will provide and monitor integrated instructional services to all participating parents and children through home-based programs. Funded programs will
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serve no less than 3 home visits per family, per program year. Documentation of home visits should be provided in reports to the State Office.

j. Staff Requirements

The grantee shall employ and maintain documentation that staff possesses adequate training and competence to perform the duties, which they have been assigned.

The grantee shall maintain a complete written job description covering all positions funded through the grant, which must be included in the project files and be available for inspection on request. The job description shall include education, experience, and/or licensing/certification criteria, a description of duties and responsibilities, hours of work, salary range and performance evaluation criteria. When hiring staff for this grant project, the grantee shall obtain written documentation of work experience and personal references.

The grantee shall maintain an individual personnel file for each project staff member which contains the application for employment, professional and personal references, applicable credentials/certifications, records of required medical examinations, personnel actions including time records, documentation of all training received, notation of any allegations of professional or other misconduct, grantee's action with respect to the allegations and the date and reason if terminated from employment. All of these personnel materials shall be made available to the Even Start State office upon request.

The grantee shall provide orientation sessions for each staff member and volunteer with respect to administrative procedures, program goals, and policies and practices to be adhered to under the grantee agreement.

Staff qualifications (*Section 1205(5), ESEA*) for project staff whose salaries are paid partially or totally with Federal Even Start funds, local projects must meet the following requirements:

1. All new personnel hired to provide academic instruction will have:
 - a. Obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education; and
 - b. If applicable, meet qualifications established by the State for early childhood education, elementary or secondary school education, or adult education provided as part of an Even Start program or another family literacy program
2. Not later than 4 years after the date of enactment of the LIFT Act (12/00):



- a. The individual responsible for administration of family literacy services has received training in the operation of a family literacy program; and
3. Paraprofessionals who provide support for academic instruction have a high school diploma or its recognized equivalent.

k. Evaluation

1. Applicant programs are required to participate in national, State, and local evaluation in order to identify promising practices and models for replication and research information;
 2. Applicant programs are required to conduct a local project evaluation and must use their independent local evaluation for program improvement;
(Section 1205(10), ESEA)
 3. Applicant programs shall describe how it will measure the program's progress and effectiveness in achieving its stated objectives;
 4. Outcome measures for each objective shall be provided; and
 5. The evaluation plan shall measure the effectiveness of all program components and how success in attaining each objective will be measured. Plans for measuring the long-term effects of the program should also be included.
- l. Ensure that programs provide both enrichment and instructional services during the summer months. (Section 1205(7), ESEA)
- m. Ensure that instructional programs are based on scientifically based reading research (as defined in the Reading Excellence Act (REA) in Section 2252 of the ESEA for children and adults, to the extent the research is available. (Section 1205(10), ESEA)

(NOTE) The Reading Excellence Program guidance (available on the web at <http://www.ed.gov/offices/OESE/REA/2000reaguidance.doc>), Part B, discusses "Scientifically-Based Reading Research" and states, in part:

The term 'Scientifically Based Reading Research'

- (A) Means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.
- (B) To Meet the Statutory Definition, the Research Must:



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- i. Employs systematic, empirical methods that draw on observation or experiment;
 - ii. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - iii. Relies on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and
 - iv. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review. (*Section 2252 (5), ESEA*)
 - n. Encourage participating families to attend regularly and remain in the program a sufficient time to meet their program goals. (*Section 1205(11), ESEA*)
 - o. Programs that include reading readiness activities for preschool children that are based on scientifically based reading research (as defined in the REA in Section 2252 of the ESEA), to the extent available, to ensure children enter school ready to learn to read. (*Section 1205(12), ESEA*)
 - p. Local projects must promote the continuity of family literacy, if applicable, to ensure that individuals retain and improve their educational outcomes. (*Section 1205(13), ESEA*)
 - q. Mandatory participation in the Even Start Consortium.

Grant Awards and Amounts

It is anticipated that DCPS State Even Start program will have available approximately \$415,000 to award for multiple new grants. Applicants may apply for an amount in the range of \$75,000 to \$150,000.

- a. Funds shall be awarded to at least two eligible organizations/entities based on an application that is approved by the State Educational Agency.
- b. Each application may be approved for up to four years. An eligible recipient may receive funds under this part for no more than eight years.



Local Match

Each applicant responding to this RFA is required to provide matching funds. (Attachment E, Part A) The estimated matching funds necessary to meet the requirement that the federal share of the total cost of the project may be no more than:

Federal Share	Local Match
90 percent in the first year of the project	10 percent the first year of the project;
80 percent in the second year	20 percent in the second year;
70 percent in the third year	30 percent in the third year; and
60 percent in the fourth year	40 percent in the fourth year.

Matching funds may be cash or in-kind and may be obtained from any source, including other federal funds under IASA.

Facility Requirements

a. Regulations

The grantee's facilities used during the performance of this agreement shall meet all applicable Federal, state, and local regulations for its intended use throughout the duration of the grant agreement. The grantee shall maintain current all required permits and licenses for the facilities.

b. Emergency Back-Up Site

The grantee shall assure that an emergency site facility has been identified should the primary facility become unavailable for use as a result of a catastrophic event.

c. Accessibility

All facilities offered for the provision of services under the grantee agreement shall be accessible to persons with mobility and other limitations (e.g., persons who are blind, deaf or hearing impaired), consistent with the Rehabilitation Act of 1973, P.L. 95-602 (Section 504), and the Americans with Disabilities Act, P.L. 101-336, as appropriate, which shall be incorporated in the grantee agreement. The facilities shall be open for visiting by families and convenient to reach by public transportation.

d. Maintenance

The grantee shall provide all supplies and services routinely needed for maintenance and operation of the facility, such as security, janitorial services, or trash pick-up.



e. Records

The grantee shall keep accurate records of activities of the project. The grantee shall retain records for at least three (3) years following final closeout of the grant.

f. Evaluation by the State

The State Even Start Office shall be authorized to assess the grantee's performance with respect to accomplishing the purposes of the grant. Specifically, the grantee's performance shall be assessed to determine the quality of the services delivered and the grantee's ability to deliver services according to the deadlines established under the grant.

The grantee shall be required to allocate funds for contracting an outside evaluation of the program's performance with respect to accomplishing all federal and State requirements and the grantee's performance with respect to accomplishing the purposes of the RFA and the ensuing grant agreement. Specifically, the outside evaluator will assess the grantee's ability to determine the quality of the services delivered and the grantee's ability to deliver services according to the deadlines established in the agreement. The qualified evaluator shall be approved by Even Start State officials. Additionally, The grantee shall provide the State Even Start Office with a copy of the results of the contracted evaluation no less than 30 days after the program year.

Partnership Requirements

PARTNERSHIP - A legal relation existing between two or more parties who are contractually associated, usually involving close cooperation between parties having specified and joint rights and responsibilities.

Applicants must apply as a partnership. Applicants shall describe each partner's relationship to the proposed program/services, and shall discuss each partner's capabilities, roles and responsibilities. Applicants shall manage and monitor any subgrantee relationships if applicable. A partnership application shall contain a joint budget that encompasses the expenditures to be incurred by each participant organization. (***Partnering Applicants must complete the Attachment A (Partnership form) and Attachment D (Collaboration form for each partner).***

Collaboration Requirements

COLLABORATION - Two or more parties that have entered into an agreement to work together in the planning and/or delivery of services, the collaborating parties do not necessarily receive or contribute any money.

Applicants applying as collaborations shall describe each collaborator's relationship to the proposed program/services, and shall discuss each collaborator's capabilities, roles and responsibilities. (***Collaborating Applicants shall complete only the Collaboration Form-Attachment D)***



Volunteer Requirements

With regard to volunteers, the grantee must illustrate, through program orientation that:

1. Volunteers are subject to all rules and procedures with regard to confidentiality of information which are in effect for employees of the District of Columbia;
2. Volunteers are informed of the nature and scope of the Even Start Family Literacy Program;
3. Volunteers are not permitted to remove any participant records from the project's premises;
4. Volunteers are not permitted to include any information about program participants in the form of research data, thesis entries, etc. without written permission from the State office; and
5. Volunteers are to remain under the direct supervision of the grantee throughout the program period.

Any changes in staffing patterns or job descriptions shall be approved in writing in advance by the State Coordinator.

Performance Standards and Quality Assurance

The grantee shall monitor and evaluate the delivery of all services. At a minimum, the quality assurance program shall include a review of the appropriateness, quality and timeliness of each service.

The grantee shall develop and implement policies and procedures to evaluate the accuracy of data collection and reporting activities in accordance with protocols established or disseminated by the State Even Start Office.

The grantee shall participate in the evaluation of the project by appropriate internal staff and/or external evaluators with the assurance that program participants' confidentiality will be maintained. These activities may include, but are not limited to, site visits, client surveys, or other data collection activities.

Periodically, the grantee shall involve families in the development of project evaluations. When feasible, grant activities shall reflect concerns and suggestions offered by families.

Reports

The grantee shall submit **monthly activity reports** by the 10th workday after the end of each month to the Even Start State Coordinator's Office by 3:00 p.m. Specific dates will be issued to local program directors at the beginning of each program year (see proposed dates below).



These reports should include a narrative activity report and financial information

- a. Activity Reports shall include (but is not limited to):
 1. Narrative activities completed during the report period; activities planned in the coming months; concerns, issues and problems that are being experienced in the program and actions/recommendations and time schedule for resolution. The narrative should also include the names, dates, description and agendas of staff development activities, as well as copies of sign-in sheets;
 2. Demographics of the population served including names of adults and children participating or dropped, and attendance record of all program participants; and
 3. Total number and type of direct service hours provided by professional staff.
- b. The grantee shall submit to the State Even Start Office a final report no later than the 30th day after expiration of the grant, summarizing all service delivery data, accomplishments, issues, recommendations, and program participant data.
- c. The grantee shall report unusual incidents by the tele-facsimile or telephone to the State Even Start Office within 24 hours of the event and in writing within five (5) days after occurrence. An unusual incident is an event, which affects staff (Administrative Agency's employees or grantee's staff) or clients, which is significantly different from the regular routine or established procedures.

Records

The grantee shall keep accurate records of activities of the project. When delivering services, the grantee must maintain records reflecting initial and periodic assessments, if appropriate; initial and periodic service plans; and the ongoing progress of program activities.

The grantee shall provide the State Even Start Office, and other authorized representatives of the District of Columbia Public Schools, such access to project and financial records as may be necessary for monitoring purposes. To ensure confidentiality and security, records should be kept in a locked file controlled by appropriate grantee staff.

The grantee shall retain records for at least three (3) years following final closeout of the grant.

Monitoring

1. The State Even Start Office shall monitor and evaluate the performance of the grantee according to the scope of work and related service delivery standards set forth in the grant agreement. The State Even Start Office or his/her designee will make periodic scheduled and unscheduled site visits to monitor the implementation of the scope of work and terms and conditions.



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2. The State Even Start Office shall assign a staff person to monitor the project. The State Even Start Office shall review all written policies and procedures applicable to the project, review all monthly reports, conduct site inspections, and hold periodic conferences with the grantee to assess the grantee's performance in meeting the requirements of the grant agreement.

Contact Person

For more information, please contact:

Anika Wilson Brown
Office of Research and Analysis
441 4th Street, NW, Suite 400 South
Washington, D.C. 20001
(202) 727-7775

Pre-Application Conference

A Pre-Application Conference will be held, Thursday, May 8, 2003, from 2:00 p.m. to 4:00 p.m. at 941 N. Capitol St., NE, 4th floor, Training Room A, Washington, DC 20002.

Explanations to Prospective Grantees

Any prospective applicant desiring an explanation or interpretation of this announcement should call or write the contact person listed above before, Monday, May 19, 2003.



SECTION II SUBMISSION OF APPLICATIONS

Application Identification

A total of six (6) copies of the application must be submitted in an envelope or package. Attachment G should be affixed to the outside of the envelope or package. Of the six copies, one copy must be an original. **ORA will not forward the application to the review panel if the applicant fails to submit the required six copies.** Telephonic, telegraphic and facsimile submissions **will not be accepted**.

Application Submission Date and Time

Applications are due on Wednesday, May 28, 2003 no later than 5:00 p.m., on. All applications will be recorded upon receipt. **Applications accepted at or after 5:01 p.m., Wednesday, May 28, 2003, will not be forwarded to the review panel for funding considerations.** Any additions or deletions to an application will not be accepted after the deadline of Wednesday, May 28, 2003 at 5:00 p.m. Applicants will not be allowed to assemble materials in the lobby of the Office of Research and Analysis. Applications must be ready for receipt by ORA.

An original and five (5) copies of the application **must be** hand delivered to the following location:

Office of Research and Analysis
441 4th Street, (Judiciary Square) NW
Suite 400 South
Washington, DC 20001
Attention: Anika Wilson Brown

Mail/Courier/Messenger Delivery

Applications that are mailed or delivered by Messenger/Courier services **must be** sent in sufficient time to be received by the 5:00 p.m., deadline, May 28, 2003, at the above location. Applications arriving via messenger/ courier services after the posted deadline of **5:00 p.m., May 28, 2003 will not be forwarded to the review panel** by the Office of Research and Analysis (ORA). **All packages must be delivered to Suite 400 South and not left in the mailroom by the courier service.**

As a result of the tragedy on September 11, 2001, building management has implemented New Security Procedures for the delivery of applications to our office. Please follow the procedures below to ensure that your applications are delivered to ORA efficiently and on time. Applicants should allow at least one-hour **before the 5:00pm deadline to clear the security checkpoints.**

1. Enter through the rear of the building at the loading dock.
2. Mailroom Security will pre-screen application packages
3. The applicant will be directed to Suite 400 South.



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4. **ORA Staff** will accept and sign for application packages.

NOTE: ORA will not accept responsibility for delays in the delivery of applications to the 4th Floor, Suite 400 South.

SECTION III GENERAL GRANT PROVISIONS

Insurance

The applicant when requested must be able to show proof of all insurance coverage required by law. All grantees that receive awards under this RFA must show proof of insurance prior to receiving funds.

Payments

The District shall make payments upon execution of a grant award agreement with the grantee.

Audits

At any time or times before final payment and three (3) years thereafter, the District may have the grantee's expenditure statements and source documentation audited.

Nondiscrimination in the Delivery of Services

In accordance with Title VI, of the Civil Rights Act of 1964, (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of, or be subjected to discrimination under any program or activity receiving William F. Goodling Even Start Family Literacy Program funds.

Assurances

Applicants shall complete and return with the application the information requested in Attachment F.



SECTION IV APPLICATION REQUIREMENTS

Each applicant is required to include documentation to the satisfaction of the State Educational Agency, that the eligible entity has the qualified personnel needed to develop, administer, and implement an Even Start program and can provide access to the special training necessary to prepare staff for the program, which may be offered by an eligible organization.

SECTION V REVIEW AND SCORING OF APPLICATIONS

Review Panel

The review panel for this section of the Request for Application (RFA) is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the field of adult education and education fields. The review panel will score and rank applicant's applications, and when the review panel has completed its review, the panel shall make recommendations for awards based on the scoring process. The District of Columbia Schools, Office of Citywide Early Childhood Initiative or designee shall make the final funding determinations.

Scoring Criteria

All applicants responding to the RFA shall be evaluated by the following selection/scoring criteria, with a total possible score of 200 points. Each applicant may earn an additional ten (10) points if the Competitive Priority is addressed in the application for a total possible score of 210. The grant applications will be reviewed against the eight (8) selection criteria's as follows:

Criteria 1 Application Planning Process (10 points)

- A. The applicant provides evidence of active local involvement. **(5 Points)**
- B. The applicant provides evidence of support from the community in the development of the project and demonstrates how the proposed project fits generally into the overall system of service in their community. **(5 Points)**

Criteria 2 Need for the Project (20 points)

- A. The applicant demonstrates that the geographic area to be served has a high percentage or large number of children and parents in need of Even Start services. **(10 Points)**
- B. The applicant demonstrates a need for services and that these services cannot be otherwise fully addressed by existing providers. The applicant demonstrates that Even Start funds will be used to extend existing services and "fill holes" to create a family literacy program from pre-existing educational programs. **(10 Points)**



Criteria 3 Project Objectives and Supporting Activities (60 points)

A. The applicant provides a detailed description of Program Goals and objectives (10 points).

The description of program goals and objectives includes:

1. Clear demonstration that the proposed project, its goals, objectives and activities are part of a larger community and/or school reform effort. Rather than describing the proposed program goals, the applicant describes its proposed local program's objectives, strategies to meet those objectives, and how its objectives are consistent with the State's performance indicators. *Section 1207(c)(1)(A), ESEA;*
2. Evidence of congruent or shared vision, goals, and objectives with other community/school initiatives e.g., mission statements, strategic plans;
3. Clear, attainable, relevant goals and objectives that relate to the Even Start purposes and goals. The objectives should be stated in measurable terms against which the progress and success of the project can be evaluated annually; and
4. The application provides evidence of the ability to provide quality adult education, parenting education, childhood education, and parent and child interaction time.

B. The applicant provides a detailed description of strategies for identification, recruitment and screening of families. (10 points)

The strategies shall include the following:

1. Providing Even Start service to special populations such as individuals with limited English proficiency and individuals with disabilities;
2. Identification of families "most in need" are clearly defined and reasonable;
3. Screening process that results in a clear understanding of the targeted families, the available services and the "gaps" in existing services; and
4. Testing and referral to necessary counseling and other developmental supportive services.

C. The applicant provides a detailed description of the population to be served and an estimate of the number of participants to be served including the following: (10 points)

1. The applicant provides evidence of high levels of poverty, illiteracy, unemployment, limited English proficiency, homelessness, school failures, or other need related indicators for the area targeted (including a high percentage of children to be served by the program who reside in an eligible Title I School attendance area);



-
2. The applicant targets families most in need of services and incorporates design features that will meet the unique needs of these families;
 3. The needs of parents specifically targeted (e.g., illiteracy rates, teen parent data, dropout rates, limited English proficiency data, under/unemployed data, etc.); and
 4. The needs of children specifically targeted (e.g., lack of preschool opportunities, transition to kindergarten issues, retention data for primary grades, etc.).
- D. The applicant provides high-quality, intensive, family-centered education programs that involve parents and children from birth to age eight in a cooperative effort to help parents raise their literacy levels and become full partners in the education of their children and to assist children in reaching their full potential as learners. The activities promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate childhood educational services and preparation of children for success in regular school programs **(10 points)**
- E. The applicant provides appropriate activities, support services (when unavailable from applicant's program) and timelines to achieve each stated objective that is appropriate for the participant's work schedule and other responsibilities **(10 points)**
1. The applicant's approach to assisting families with support service needs (e.g., childcare, counseling, housing assistance, health services, etc.) promotes participation and retention in the project and ultimately fosters successful transition from the project;
 2. Include the integration of services that meet the individual needs of all students, children and adults, that are culturally relevant, designed to accommodate persons with disabilities and are supportive of non-traditional roles;
 3. Providing childhood services for at least a three-year age range, which may begin at birth;
 3. Scheduling and location of services to allow joint participation by children and parents;
 4. Child care for the period of time parents are involved in the program; and
 5. Transportation to enable parents and children to participate in the program.
- F. The applicant provides objective evidence including quantitative data, on the educational and related outcomes of the program. A completed Performance Indicators Form (Attachment H) that demonstrates how the project activities relate to the performance measures, the instruments currently used to measure attainment and the anticipated outcome must be included. **(10 points)**
-



Criteria 4 Administration and Staffing Plan (25 points)

- A. The applicant provides a detailed description of the staffing plan and staff qualifications to perform the work. **(10 points)**
1. The applicant clearly describes the support of the community/school leadership for the proposed project and how such support will manifest itself in the administration/implementation of the project; and
 2. The applicant describes a staffing pattern and staffing qualifications, including administrative and staff support, which will support the effective implementation/administration of the program design as outlined.
- B. The applicant demonstrates staff capability, resident skills/knowledge in implementing the program. Staff qualifications (*Section 1205(5), ESEA*) for project staff whose salaries are paid partially or totally with Federal Even Start funds, local projects must meet the following requirements: **(10 points)**
- a. All new personnel hired to provide academic instruction will have:
 1. Obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education; and
 2. If applicable, meet qualifications established by the State for early childhood education, elementary or secondary school education, or adult education provided as part of an Even Start program or another family literacy program
 - b. Not later than 4 years after the date of enactment of the LIFT Act (12/00):
 1. The individual responsible for administration of family literacy services has received training in the operation of a family literacy program;
 2. Paraprofessionals who provide support for academic instruction have a high school diploma or its recognized equivalent; and
 3. The applicant's application describes a strong staff development plan that cohesively supports staff members in their individual job responsibilities as well as in the development of skills necessary for the delivery of a family-focused program.
- C. Applicant has identified a qualified staff person who is able to manage a database spreadsheet for this grant. **(5 points)**
-



Criteria 5 Collaboration and Coordination (35 points)

Coordination must exist with programs funded under the Elementary and Secondary Education Act, the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act and Title I of the Workforce Investment Act of 1998; and Head Start, Stewart B. McKinney Homeless Assistance Act, volunteer literacy and other relevant programs.

This section assesses the degree of agency and program collaboration and coordination initiated and proposed in order to create and implement the Even Start Family Literacy project.

- A. Description of the applicant's collaborative efforts with Institutions of Higher Education (IHE), Community-Based Organizations (CBO), the State Education Agency (SEA), private elementary schools, or other eligible organizations. (Attachment D) **(10 points)**
 - 1. The applicant provides evidence of active local involvement and support in the development of proposed projects.
 - 2. A variety of community agencies and organizations participated in the planning process.
 - 3. Planning meetings included representation from a broad base of providers of services to families (e.g., education, health, housing, nutrition, employment, etc.).
 - 4. Written agreements exist with at least one of these major providers of adult education/training: Adult Education Act, Job Training Partnership Act (JTPA) and/or Vocational Education (secondary or post-secondary).
- B. The applicant shall provide evidence that a survey has been conducted of all relevant providers and is fully aware of similar and related services, being provided to eligible children and adults. **(5 points)**
- C. The applicant provides evidence that clear, firm, meaningful agreements have been secured from various providers for specific cooperative activities. The application should include at least 3 signed interagency collaboration letters of agreement, found in Attachment D. They should include specific information delineate the role and responsibilities to be carried out by the collaborating agency (ies). **(10 points)**
- E. Description of how the plan is integrated with other IASA programs and other federal programs. The applicant provides evidence that the plan of operation includes specific provision for additional cooperative efforts with other service providers, throughout the duration of the project including the transition of children out of Even Start into other programs and adults into job training, employment or higher education. **(10 points)**



1. The application, collaboration form or a letter between the applying partners reflects that each partner has made a significant commitment to the project and each expects to benefit from this relationship. **(Must be signed prior to application submission)**
2. The applying partners have made specific plans for building cooperative efforts with other service providers throughout the duration of the project (years 1 through 4) including provisions to support the transition of children and parents from Even start as their participation goals and objectives are realized.
3. The applicant demonstrates coordination of services as appropriate with:
 - a. Other programs assisted under Improving America's Schools Act, (such as Title I, Migrant and Title VI);
 - b. Any relevant programs under the Adult Education Act, the Individuals with Disabilities Act, and the Job Training Partnership Act;
 - c. The Head Start program, volunteer literacy programs; and
 - d. Other relevant programs.

Criteria 6 Evaluation and Promise as a Model (15 points)

- A. The applicant demonstrates promise of success as a demonstration project that may be adopted by other local education agencies. **(5 points)**
- B. The evaluation plan must measure the progress and success of the project in achieving its clearly stated and attainable objectives through a concrete and quantifiable means of measurement. Outcome measures for each objective should be provided as well as positive outcomes and successes for each component. **(5 points)**
 1. The applicant describes an evaluation plan, which will effectively measure progress and success in achieving program objectives and to make program refinements. The applicant shall describe how the plan of operation provides for rigorous and objective evaluation of the progress toward the program objectives and for continuing use of evaluation data for program improvement. *(Section 1207(c)(1)(G), ESEA.)*
 - a. Participating in the national evaluation, programs are required to conduct a local evaluation.
 - b. The evaluation plan should measure the effectiveness of all program components and how success in attaining each objective in the application will be measured. Plans for measuring the long-term effects of the program should also be included.



-
- C. The applicant must demonstrate a willingness to serve as a model and to disseminate detailed information about the project to other eligible entities and nationally recognized models. And provides a description of innovative practices proposed and its promise as a model. **(5 points)**
1. The applicant provides objective evidence that the applying partners, jointly or individually, have had past successes in operating family-focused education, basic education, adult education, childhood education and/or parent education programs.
 2. The applicant provides objective evidence of the effectiveness of the family literacy model upon which the project is based.

Criteria 7 Budget and Collaborative Support (35 points)

- A. The budget for the proposed project appears reasonable and the cost associated with the project has a direct relationship to the outcomes. **(10 points)**
- B. The applicant demonstrates collaborative support for the project from the applying partnership community. **(10 points)**
- C. The budget identifies a minimum of \$5000 for contracting an outside evaluator. The evaluation shall include and evaluation of the program's performance with respect to accomplishing all federal and State requirements and the grantee's performance with respect to accomplishing the purposes of the RFA and the ensuing grant agreement. Specifically, the outside evaluator will assess the grantee's ability to determine the quality of the services delivered and the grantee's ability to deliver services according to the deadlines established in the agreement. The applicant has included a resume/vita for the evaluator. **(5 points)**
- D. The budget identifies funds for staff professional development.
Note: NO program shall be funded without written confirmation for attendance at the Family Literacy conference for every salaried employee. This includes all employees that are written into the grant application and budget. **(5 points)**
- E. The budget allocates funds for staff training at the Even Start Training Site. **(5 points)**

Criteria 8 Competitive Priority (10 Points)

- A. The applicant specifically targets the Latino population; **OR** The applicant's collaborating with a Latino organization. **(5 points)**
- B. Applicant specifically and directly targets a school or schools determined to be in need of school improvement, that have students with low academic performance scores from low income families (Title I Schools). **(5 points)**
-



Decision On Awards

The recommendations of the Review Panel are advisory only and not binding on the D.C. Agency. The final decision on awards is invested solely with the Office of Citywide Early Childhood Initiative and the State Even Start Office. After reviewing the recommendations of the Panel and any other information considered relevant, the Office of Citywide Early Childhood Initiative and the State Even Start Office shall make the decisions on which applications to award funds and the amounts to be funded.



SECTION VI APPLICATION FORMAT

Description of Application Sections

The purpose and content of each section is described below. Applicants should include all information needed to adequately describe their objectives and plan of services. It is important that applications reflect continuity between statement of need, goals and objectives, program design and plan of activities, and budget.

Each submitted application must contain the following sections. Please sequence the sections as listed below:

1. Partnership Application/Cover Page (1 Page)
2. Table of Contents (1 Page)
3. Abstract (2-3 Pages)
4. Narrative Section (Not to exceed 25 pages)
5. Data Section
 - a. Matching Funds (1 Page)
 - b. Eligible Participants (1 Page)
6. Budget Information (Pages not counted in page totals)
7. Documentation (Pages not counted in page totals)

The number of pages designated for each section is a recommendation. Applicants should feel free to submit fewer or more pages than recommended. However, the maximum number of pages for the total application narrative section **cannot exceed 25 double-spaced pages (*the entire document must be double-spaced – including bullet items*)**, on one side, on 8½ by 11-inch paper. Margins must be no less than one inch and a font size of 12-point is required (New Times Roman or Courier type recommended). Pages should be numbered. **The review panel shall not review applications that do not conform to these requirements.**

Partnership Application/ Cover Page

The most important part of this page is the required signatures that give legal testimony to the applicant's approval and commitment to the grant application. (Attachment A)



Table of Contents

Should list major sections of the application with quick reference page indexing. (Attachment C).

Abstract

This section should provide a summary overview of the applicant's total grant application. The applicant should highlight exemplary aspects of your proposed program and relate these to the selection criteria.

Narrative Section

This section of the application should contain the program narrative that justifies and describes the program to be implemented. The program narrative may not exceed 25 double-spaced pages (no single spaced pages) on 8 ½ by 11-inch paper. The program narrative should include the following: (1) program goals as stated in the RFA as a basis for their proposed programs; (2) program strategy and implementation plans to describe the project's intended services, such as training and technical assistance; (3) organizational capability, program management and staffing plan; and (4) project timeline.

Program Budget and Budget Narrative

Developing a detailed budget is the last step in the application submission. Standard budget forms and directions for completing the budget are explained in Attachment B. The budget for this application shall contain detailed, itemized cost information that shows personnel, other direct cost, overhead cost, etc. The detailed budget narrative shall contain a relevant justification for each line item listed in the Budget Form, (Attachment B). The narrative should clearly state how the applicant arrived at the budget figures and the values of any in-kind contributions.

Appendices

This is the section to provide backup information for more details regarding the applicant's application submission. Such items may include:

- Annual audits, financial statements and/or tax returns;
- Indication of nonprofit corporation status;
- Roster of the Board of Directors;
- Proposed organizational chart for the project;
- Letters of support or endorsements; (**required**)
- Staff resources; (**i.e., volunteers**)
- Staff resumes; (**required**)
- Position descriptions; and (**required**)
- Planned job descriptions.



SECTION VII LIST OF ATTACHMENTS

Attachment A	Partnership Application/Cover Page
Attachment B	Budget Form 2003-2004
Attachment C	Table of Contents (Sample)
Attachment D	Collaboration Form
Attachment E	Data Section
Attachment F	Statement of Assurances
Attachment G	Receipt
Attachment H	Performance Indicators
Attachment I	Performance Indicators Glossary
Attachment J	Sample (The Key to Success)
Attachment K	Listing of Assistant Superintendents
Attachment L	Title I School Listing
Attachment M	Schedule of Program Operations
Attachment N	Sufficient Intensity and Duration Information
Attachment O	Plan of Operations and Continuous Improvement Attestation
Attachment P	Staff Qualifications
Attachment Q	Even Start Accreditation Status

Website Information

The Literacy Involves Families Together (LIFT) Act:
www.ed.gov/offices/OESE/CEP/evenstprogres.html

Family Literacy Programs: www.famlit.org

Even Start: www.evenstart.org



**WILLIAM F. GOODLING
EVEN START FAMILY LITERACY PROGRAM**

PARTNERSHIP APPLICATION/ COVER PAGE

Local Education Agency: _____

Organization: _____

Address: _____

Address _____

Tel.: _____ Fax: _____

Tel.: _____ Fax: _____

Division Asst. Superintendent/ or Chief:

Chief Administrative Officer:

Typed Name: _____

Typed Name: _____

Signature: _____

Signature: _____

Ward(s) to be served:

Amount of Federal Even Start Funds Requested: \$ _____

Contact Person

Name: _____ Title: _____

Organization: _____ Phone: _____ Fax: _____

Address: _____



BUDGET FORM**WILLIAM F. GOODLING
FY 2003 EVEN START FAMILY LITERACY PROGRAM**

Applicant_____

Budget Contact_____

EVEN START BUDGET			
Object Class Categories	Federal Even Start Share	Local Share	Line Totals
a. Personnel			
b. Fringe Benefits			
c. Travel			
d. Equipment			
e. Supplies			
f. Communications			
g. Contractual Services			
h. Rent			
i. Other			
COLUMN TOTALS			

Please attach a detailed budget narrative describing each line item.



TABLE OF CONTENTS

WILLIAM F. GOODLING FY 2003 EVEN START FAMILY LITERACY PROGRAM

(Sample)

Cover Page	i
Table of Contents	ii
Abstract (One page)	iii
Narrative Section (Not to exceed 25 pages)	
A. Need for Project	
B. Project Goals, Objectives, Timeline	
C. Services and Activities; Program Elements	
D. Population to be Served	
E. Collaborative Efforts	
F. Plan Integration	
G. Promise as a Model	
H. Other	
Data Section	
A. Matching Funds	
B. Eligible Participants	
Budget Information	
Documentation	
A. Qualified Personnel	
B. Evaluation	
C. Public Meeting	
D. CBO Information	
E. Collaboration	
F. Assurances	



COLLABORATION FORM**WILLIAM F. GOODLING
FY 2003 EVEN START FAMILY LITERACY PROGRAM**

Please include on this form or on letterhead information about the activities and/or services that will be provided by the collaborating organizations. The application must demonstrate the level of effort for each partner, proposed services, and provide the budget costs of the collaboration in the applicant's application submission. This form may be copied if there is more than one partner.

The law requires "as appropriate" that applicants collaborate with institutions of higher education, community-based organizations, the State Education Agency, private elementary schools or other eligible organizations. Eligible organizations are defined as "any public or private nonprofit organization with a record of providing effective services to family literacy providers." It also requires coordination with other programs in Title I, any relevant programs under the Adult Education Act, the Individuals with Disabilities Act, the Job Training Partnership Act, Head Start and other voluntary literacy or relevant programs.

Collaborating Organization(s):

Name: _____

Address: _____

Telephone & Fax Number: _____

Describe Collaboration(s): (Use additional blank sheets if needed.)

The signatures below indicate that these organizations have collaborated on the development of the application and agree to continue the partnership throughout the implementation of the project as described in this application submission.

Authorized Representative(s)

Type Name(s): _____ Tel: _____

_____ Tel: _____

Signature: _____ Date: _____

Signature: _____ Date: _____



2003 – 2004 DATA SECTION

WILLIAM F. GOODLING FY 2003 EVEN START FAMILY LITERACY PROGRAM

Each Applicant applying for Even Start grant funds must complete Sections A and B below in its entirety.

A. Local Match

1. *Estimate* the matching funds necessary to meet the requirement that the federal share of the tot cost of the project may be not more than:

<u>Federal Share</u>	<u>Local Match</u>
90 percent in the first year of the project	10 percent the first year of the project;
80 percent in the second year	20 percent in the second year;
70 percent in the third year	30 percent in the third year; and
60 percent in the fourth year	40 percent in the fourth year.

Matching funds may be cash or in-kind and may be obtained from any source, including other federal funds under IASA.

2. Provide a brief explanation of the source(s) of the matching funds or in-kind services and how they will be provided for the Even Start program over the four years of the project.

Project Year	Total Program Budget	Applicant Share Amount
2003 – 2004	\$ _____	X .10 \$ _____

B. Eligible Participants

1. Total number of eligible children and parents in the geographic service area: _____
 - a. Total number of (1) above to be served. _____
 - b. Percentage of eligible children and parents described in (1) above to be served by this project: (1a ÷ 1) _____ %



-
2. Number of eligible children and parents who are not currently receiving family-literacy services: _____
- a. Number of eligible children and parents in (2) above to be served by this project: _____
- b. Percentage of eligible children and parents described in (2) above to be served by this project: (2a + 2) _____ %

C. Describe the procedures and sources of data used to determine the number of eligible children and parents in 1 and 2 above: **(You may use a separate page to complete your answer).**

D. Explain the rationale used to determine the number of children and parents to be served by this project: **(You may use a separate page to complete your answer).**



STATEMENT OF ASSURANCES

WILLIAM F. GOODLING FY 2003 EVEN START FAMILY LITERACY PROGRAM

Please read all assurances carefully. One copy must have the ORIGINAL signature of the Chief Administrative Officer for each partner.

To be eligible for Even Start funds, the Chief Administrative Officer must attest to compliance with all the statements below.

1. Equal Access and Non-Discrimination –

The District of Columbia Public School (DCPS) system is committed to ensuring that all of its programs and facilities are accessible to all members of the public and that all activities and programs are non-discriminatory in design application and performance.

All vendors, grant applicants or service providers, in seeking DCPS approval must provide assurances that all activities and programs will be located in accessible facilities and that necessary accommodations will be made to encourage the participation of people with handicaps and disabilities. In addition, all entities seeking approval of or doing business with DCPS must provide assurances that they do not discriminate on the basis of race, creed, color, national origin, gender, age, handicapping condition and/or disability or sexual orientation.

2. The applicant will keep such records and provide such information to the DCPS/and or USED as reasonably may be required for fiscal audit and program evaluation, consistent with the responsibilities of the State agency.
3. The applicant will control funds to be used only for activities and items authorized by the respective statutes and outlined in the approved application. Title to materials and equipment obtained with these funds will be retained by the applicant.
4. The applicant will maintain records for three (3) years after the completion of the project.

On behalf of the applicant agency, I hereby apply for a grant of federal funds to provide educational activities and services as set forth in this application. I hereby certify that the information contained in this application is correct and in total compliance with appropriate federal laws and regulations.

<p>Local Education Agency/ or DCPS School</p> <p>_____</p> <p>Typed Division Asst. Superintendent's /or Chief</p> <p>_____</p> <p>Signature: Date:</p> <p>_____ _____</p>	<p>Applicant Agency:</p> <p>_____</p> <p>Typed Chief Administrative Officer</p> <p>_____</p> <p>Signature: Date:</p> <p>_____ _____</p>
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**OFFICE OF RESEARCH AND ANALYSIS
COMPETITIVE SERVICE
441 4TH STREET (Judiciary Square), NW, SUITE 400 SOUTH
WASHINGTON, DC 20001**

**District of Columbia Public Schools
Office of Citywide Early Childhood Initiative
William G. Goodling FY 2003 Even Start Family Literacy Program Grant
RFA #0428-03**

THE OFFICE OF RESEARCH AND ANALYSIS (ORA) IS IN RECEIPT OF

(Contact Name/Please Print Clearly)

(Organization Name)

(Address, City, State, Zip Code)

(Phone)

(Fax)

(Program Title)

(Amount Requested)

ORA USE ONLY

Please Indicate Time:

APPLICATION and _____ COPIES.

RECEIVED ON THIS DATE. ____-____-____ 2003

Received by: _____

***APPLICATIONS ACCEPTED AFTER 5:00 PM
WILL NOT BE FORWARDED TO THE REVIEW PANEL***



PERFORMANCE INDICATORS

Performance Indicators are designed to support the accountability and continuous quality improvement of the Even Start Family Literacy Program. As required by the amendments to the Even Start legislation, District of Columbia is in the process of pilot testing the indicators for the adults and children who participate in the Even Start program. The adult indicators align with those required by the Adult Education and Family Literacy Act. District of Columbia is validating these for the adults in Even Start programs. It is understood that there are many current practices in place to serve young children. Please indicate the current assessment practice, instrument, the expected measurable outcomes and the standard of success that the practice strives to attain in the program you are proposing.

Part I – Performance Indicators for Children in Even Start Family Literacy Programs*

Age Cohort	Current Practice	Assessment instrument	Measurable Outcome

*Provide information for the age cohort you are serving in your existing or proposed program

Washington, DC Even Start Framework for State Indicators of Program

Adult Basic Education (ABE)

GOAL: *To break the cycle of poverty and illiteracy by expanding and enhancing the capacity of local family literacy providers to help economically and educationally disadvantaged parents meet their goals and better support the educational development of their young children.*

PREFORMANCE INDICATOR A-1: Over a three-year period, at least 30% of adult learners, having completed at least 100 hours of instruction, will demonstrate an increase of at least one educational functioning level in reading, writing, numeracy, English language acquisition, problem solving, and workplace skills on the Comprehensive Adult Student Assessment System (CASAS).

SUBJECTS (Student Categories)	Performance	Expectation CASAS Scale Score	Performance Standard 2001-2002	Performance Standard 2002 - 2003	Performance Standard 2003 - 2004	Measures
*Pre-Literacy Level (Scoring 150 - 200)	The percentage of adults completing 100 or more hrs. of instruction in the pre-literacy level	201 or above	20%	25%	30%	CASAS Form 32X Posttest
*Beginning Basic Level (Scoring 201-210)	The percentage of adults completing 100 or more hrs. of instruction in the beg. basic literacy level	211 or above	20%	25%	30%	CASAS Form 34 Posttest
*Intermediate Basic Level (Scoring 211 - 220)	The percentage of adults completing 100 or more hrs. of instruction in intermediate basic literacy level	221 or above	20%	25%	30%	CASAS Form 34X Posttest
*Advanced Basic Level (Scoring 221 - 235)	The percentage of adults completing 100 or more hrs. of instruction in advanced basic literacy level	236 or above	20%	25%	30%	CASAS Forms 35 & 36 Posttest

* See glossary for CASAS Level Descriptors

Washington, DC Even Start Framework for State Indicators of Program Quality_N
Adult Basic Education (ABE) continued

PERFORMANCE INDICATOR A-1: Over a three-year period, at least 30% of adult learners, having completed at least 100 hours of instruction, will demonstrate an increase of at least one educational functioning level in reading, writing, numeracy, English language acquisition, problem solving, and workplace skills on the Comprehensive Adult Student Assessment System (CASAS).

SUBJECTS (Student Categories)	Performance	Expectation CASAS Scale Score	Performance Standard 2001 - 2002	Performance Standard 2002 -- 2003	Performance Standard 2003 - 2004	Measures
*Low Adult Secondary Level (Scoring 236 -245)	The percentage of adults completing 100 or more hrs. of instruction in low secondary literacy level	246 or above	25%	30%	35%	CASAS Form 37 & 38 Posttest
*Advanced Adult Secondary Level (Scoring 246 and above)	The percentage of adults completing 100 or more hrs. of instruction in advanced secondary literacy level	Above 250 level score. Prepare for GED	30%	33%	35%	CASAS - Scale Score

**Washington, DC Even Start Framework for State Indicators of Program Quality
English as a Second Language (ESL)**

PERFORMANCE INDICATOR A-1: Over a three-year period, at least 30% of adult learners, having completed at least 100 hours of instruction, will demonstrate an increase of at least one educational functioning level in reading, writing, numeracy, English language acquisition, problem solving, and workplace skills on the Comprehensive Adult Student Assessment System (CASAS).

SUBJECTS (Student Categories)	Performance	Expectation CASAS Scale Score	Performance Standard 2001 - 2002	Performance Standard 2002 -- 2003	Performance Standard 2003 - 2004	Measures
*Pre-Beginning ESL Level (Scoring 150 -180)	The percentage of adults completing 100 or more hrs. of instruction in beginning basic ESL level	181 or above	20%	25%	30%	CASAS - Form 20
*Low Beginning ESL Level (Scoring 181 -190)	The percentage of adults completing 100 or more hrs. of instruction in low beginning ESL literacy	191 or above	20%	25%	30%	CASAS - Form 51
*High Beginning ESL Level (Scoring 191 -200)	The percentage of adults completing 100 or more hrs. of instruction in in high beginning ESL literacy	201 or above	20%	25%	30%	CASAS - Form 52
*Low Intermediate ESL Level (Scoring 201 -210)	The percentage of adults completing 100 or more hrs. of instruction in low intermediate ESL literacy	211 or above	20%	25%	30%	CASAS - Form 53
*High Intermediate ESL Level (Scoring 211 -220)	The percentage of adults completing 100 or more hrs. of instruction in high intermediate ESL literacy.	221 or above	20%	25%	30%	CASAS - Form 54

**See glossary for CASAS Level Descriptors*

Washington, DC Even Start Framework for State Indicators of Program Quality
English as a Second Language (ESL)

PERFORMANCE INDICATOR A-1: Over a three-year period, at least 30% of adult learners, having completed at least 100 hours of instruction, will demonstrate an increase of at least one educational functioning level in reading, writing, numeracy, English language acquisition, problem solving, and workplace skills on the Comprehensive Adult Student Assessment System (CASAS).

SUBJECTS (Student Categories)	Performance	Expectation CASAS Scale Score	Performance Standard 2001 - 2002	Performance Standard 2002 - 2003	Performance Standard 2003 - 2004	Measures
*Advanced ESL Level (Scoring 221 -235)	The percentage of adults completing 100 or more hrs. of instruction in advanced ESL literacy	236 or above	25%	30%	35%	CASAS -
*Adult Secondary ESL Level (Scoring 236 -245)	The percentage of adults completing 100 or more hrs. of instruction in adult secondary ESL literacy	246 or above	25%	30%	35%	CASAS - Scale Score
*Proficient ESL Level (Scoring 246 and above)	The percentage of adults completing 100 or more hrs. of instruction in proficient ESL literacy	250 or above	25%	30%	35%	CASAS - Scale Score

PERFORMANCE INDICATORS

Performance Indicators are designed to support the accountability and continuous quality improvement of the Even Start Family Literacy Program. As required by the amendments to the Even Start legislation, District of Columbia is in the process of pilot testing the indicators for the adults and children who participate in the Even Start program. The adult indicators align with those required by the Adult Education and Family Literacy Act. District of Columbia is validating these for the adults in Even Start programs. It is understood that there are many current practices in place to serve adults. Please indicate the current assessment practice, instrument, the expected measurable outcomes and the standard of success that the practice strives to attain in the program you are proposing.

Part I – Performance Indicators for Adult in Even Start Family Literacy Programs

**Adult/Literacy Level	Proposed Program	Assessment instrument	Measurable Outcome

** Pre-Literacy Level, Beginning Basic Level, Intermediate Basic Level, Advanced Basic Level, Low Adult Secondary Level, Advanced Adult Secondary Level, Pre-Beginning ESL Level, Low Beginning ESL Level, High Beginning ESL Level, Low Intermediate ESL Level, High Intermediate ESL Level, Advanced ESL Level, Adult Secondary ESL Level, Proficient ESL Level

Washington, DC Even Start Framework for State Indicators of Program Quality
Child Outcomes

PERFORMANCE INDICATOR C-1: Children of families who have participated in Even Start for at least one year will attend 90% or more of the required school days offered in the District of Columbia.

SUBJECTS	Performance	Expectation	Performance Standard 2001 - 2002	Performance Standard 2002 - 2003	Performance Standard 2003 - 2004	Measure
Children of compulsory school age, who are enrolled and have participated in Even Start for at least one school year*.	The percentage of school aged children's attendance in school **	The majority of children of Even Start parents will attend 90% or more of the required 183 days of school.	80%	85%	90%	School attendance rate on child's report card

PERFORMANCE INDICATOR C-2: Children of families who have participated in Even Start for at least one program year and are in grades K-3, will be promoted to the next grade level.

SUBJECTS	Performance	Expectation	Performance Standard 2001 - 2002	Performance Standard 2002 - 2003	Performance Standard 2003 - 2004	Measure
Children in grades K-3.	The percentage of children enrolled in grades K-3 that are promoted .	The majority of children in grades K-3, who are enrolled in Even Start will be promoted to the next grade level.	80%			School record or child's report card

* Children who have been enrolled and participated in Even Start for a least one program year, and the ~~parent and child~~ have participated in program activities across all four components. See glossary for required number of days under "School Attendance"

**

Child Outcomes

PERFORMANCE INDICATOR C-3: On average, children of families who have participated in Even Start for a minimum of 12 hours and at least six months will demonstrate improvement in at least two or more areas of development.

SUBJECTS	Performance	Expectation	Performance Standard 2001 - 2002	Performance Standard 2002 - 2003	Performance Standard 2003 - 2004	Measure
Infants &Toddlers <i>(Birth - 2.9 yrs.)</i> enrolled in Even Start for at least six (6) months	Child demonstrates improvement in: 3 or more <ul style="list-style-type: none"> Gross and fine motor skills General cognitive skills Language development Emergent literacy skills Social & Emotional skills 	Percentage of children attending Even Start at least six (6) months as evidenced by early developmental screening.*	60%	65%	70%	Denver II ¹ COR ²
Preschool <i>(3yrs. - 4.9 yrs.)</i> enrolled in Even Start for at least six (6) months	Child demonstrates improvement in: (3 or more) <ul style="list-style-type: none"> Emergent literacy, and numeracy skills General cognitive skills Gross and fine motor skills Positive attitude toward learning Social behavior Language development Readiness for transition into next level Acquisition of English 	Percentage of children enrolled in Even Start for at least six (6) months as evidenced by early				

Local programs will choose one of these assessment instruments that they deem appropriate for assessing infants, toddlers and preschoolers.

*Assessment will be conducted continually and reported annually after at least six months of participation. If six months of participation takes place within a program year, then progress as recorded on the checklist will be reported. If six months of participation crosses fiscal years, then progress will be reported during the program year in which the six months were completed. **See notes at the end of document for numbered references.

Washington, DC Even Start Framework for State Indicators of Program Quality
Child Outcomes

PERFORMANCE INDICATOR C-3: On average, children of families who have participated in Even Start for a minimum of 12 hours and at least six months will demonstrate improvement in at least three or more areas of development.

SUBJECTS	Performance	Expectation	Performance Standard 2001 - 2002	Performance Standard 2002 - 2003	Performance Standard 2003 - 2004	Measure
Children in grades K - 3	<p>Child demonstrates improvement in: (3 or more)</p> <ul style="list-style-type: none"> • Positive interaction between peers, family, and staff • The ability to set realistic short and long-term goals • Reading and math readiness skills on kindergarten level • Reading and math skills in grades 1-3 	The percentage of children en-				

**Washington, DC Even Start Framework for State Indicators of Program Quality
Parent Outcomes**

PERFORMANCE INDICATOR P-1: Parents enrolled in the Even Start program for a minimum of 12 hours and at least six (6) months will demonstrate involvement in their child(ren)'s literacy activities, education, and health.

SUBJECTS	Performance	Expectation	Performance Standard 2001 - 2002	Performance Standard 2002 - 2003	Performance Standard 2003 - 2004	Measure
Parents enrolled in the Even Start program for at least six (6) months	Parents will demonstrate increases in : <ul style="list-style-type: none"> Frequency of reading to/with child Visits to the library or other related field trips Number and types of reading materials in the home. Parents will demonstrate increases in two (2) or more: <ul style="list-style-type: none"> Contacts with school/child(ren)'s teacher(s) Involvement in child's future success in school (i.e. assist with homework, projects, language development, etc.). Knowledge of community resources that promote physical health and well -being of the family. 	Parents enrolled in Even Start for at least six months	90%	93%	96%	Results from the DC Even Start Parent Index (DCESPI)
		Parents enrolled in Even Start for at least six months	90%	93%	96%	

NOTES

1. Denver II – See glossary for further description.

Child Observation Record – See glossary for further description.

Early Screening Instrument – See glossary for further description.

5.

6.

4. Work Sampling Authentic Assessment System – See glossary for further description.

Peabody Picture Vocabulary Test III – See glossary for further description.

Stanford 9 Standardized Assessment II – See glossary for further description.

PERFORMANCE INDICATORS GLOSSARY

ABE

(Adult Basic Education) Includes life skills, math computation, and language literacy. Language literacy includes speaking, listening, reading, writing, and computer skill at 0 – 8.9 grade level equivalent, as determined by standardized testing. (Reference: Guide to Quality Even Start Family Literacy Programs, RMC Research Corporation, 1994)

ASE

(Adult Secondary Education) Includes life skills, math computation, and language literacy. Language literacy includes speaking, listening, reading, writing, and computer skill at 9.0 and above grade equivalent, as determined by standardized testing. (Reference: Guide to Quality Even Start Family Literacy Programs, RMC Research Corporation, 1994)

CASAS

(Comprehensive Adult Student Assessment System) The CASAS is among the most widely used instruments for assessing adult basic skills within a functional context. Approved and validated by the U.S. Department of Education for use in adult literacy programs, the CASAS is based on the critical competencies and skill areas required for success in the workplace, community, and family.

The system includes more than 80 standardized assessment instruments, including functional reading, math, listening, speaking, and higher order thinking skills, and assessment can be customized to measure specific competencies. CASAS is suitable for most beginning, intermediate, and moderately advanced ABE students, and assessment has been validated with both native and non-native speakers of English. The Appraisal Tests can be used to identify the appropriate level to administer. Equivalent forms are available. As with other forms of adult assessments, programs should plan for pre, mid, and posttest reporting.

CASAS Level Descriptors

Advanced Adult Secondary—Level E (scale score 245+)

With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.

Adult Secondary—Level D (scale score 235-245)

Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familial and unfamiliar situations.

Advanced Basic Skills—Level C (scale score 220-235)

Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin GED preparation.

Intermediate Basic Skills—Level B (scale score 210-220)

Can handle basic reading, writing, and computational tasks related to their life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or training that involve following basic oral or written instructions and diagrams if they can be clarified orally.

Beginning Basic Skills—Level B (scale score 200-210)

Can fill out simple forms requiring basic personal informational, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.

Pre-Literacy—Level A (scale score 200 and below)

Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.

Proficient Skills—Level E (scale score 245+)

Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. **Reading/Writing:** Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. **Employability:** Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals.

Adult Secondary—Level D (scale score 235-245)

Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics.

Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. **Employability:** Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as **most** logs, reports, and forms, with reasonable accuracy to meet work needs.

Advanced ESL—Level C (scale score 220-235)

Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. **Reading/Writing:** Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. **Employability:** Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.

High Intermediate ESL—Level B (scale score 210-220)

Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary.

Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. **Employability:** Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.

Low Intermediate ESL—Level B (scale score 200-210)

Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. **Reading/Writing:** Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. **Employability:** Can handle routine entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.

High Beginning ESL—Level A (scale score 190-200)

Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences.

Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. **Employability:** Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.

Low Beginning ESL—Level A (scale score 180-190)

Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. **Reading/Writing:** Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. **Employability:** Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.

Pre-Beginning ESL—Level A (scale score 180 and below)

Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. **Reading/Writing:** May not be literate in any language. **Employability:** Can handle very routine entry-level jobs that do not require oral or written communication in English are easily demonstrated. Employment choices would be extremely limited.

Child Observation Record (COR)

Developer(s) High/Scope Educational Research Foundation (1992)

Type of Instrument Observation-based training

Description The COR is used to assess early childhood (ages 2 years, six months to six years) development in the following six categories: initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. Each of the six domains of development is represented by three to eight behavioral indicators for a total of 30 items. The COR was originally developed for use with the High/Scope Curriculum. Revisions of the instrument allow its use in all developmentally appropriate early childhood programs.

Denver II

Designed to be used with apparently well children between birth and six years of age and is administered by assessing a child's performance on various age-appropriate tasks. The Denver II consists of 125 tasks, or items, which are arranged on the test form in four sectors to screen the following areas of function:

- Personal-Social – getting along with people and caring for personal needs
- Fine Motor-Adaptive – eye-hand coordination, manipulation of small objects, and problem solving
- Language – hearing, understanding, and using language
- Gross Motor – sitting, walking, jumping, and overall large muscle movement

Also included are five “Test Behavior” items for completion after administration of the test. Rating the child's behavior in this way helps the screener subjectively assess the child's overall behavior and obtain a rough gauge of how the child uses his or her abilities.

Early Screening Inventory (ESI)

Developer(s) Samuel J. Meisels

Martha Stone Wiske
Laura W. Henderson
Dorothea B. Marsden
Kimberly G. Browning

Type of Instrument Developmental screening

Description The Early Screening Inventory (ESI) is a brief developmental screening instrument that is individually administered to children between the ages of 3 and 6 years. It is designed to identify children who may need special educational services in order to perform adequately in school. The ESI is divided into three main sections: Visual-Motor/Adaptive, Language and Cognition, and Gross Motor/Body Awareness. Although all three sections are designed to investigate a child's ability within a particular area, they are not meant to stand alone in their assessment of that ability. A child's relative strengths and weaknesses across sections can and should be noted, but they should be regarded only as general trends. Any conclusions drawn from ESI results should be based on the child's overall performance as well as information obtained from parents, teachers, medical professionals, and other informed sources.

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ESL

English as a Second Language

GED

General Educational Development Diploma

Peabody Picture Vocabulary Test – III (PPVT-III)

Developer(s)	Lloyd M. & Leota M. Dunn (1997)
Type of Instrument	Standardized, norm-referenced test
Description	The PPVT-III is designed to provide a measure of receptive (hearing) vocabulary for standard American English. Although it is most commonly used with young children, the age range for the test is two-and-a-half to 90+ years old. The PPVT-III has two equivalent forms (L and M) for test-retest purposes. Each of the forms consists of 175 items arranged in order of difficulty from easiest to hardest. The starting points are staggered based on the child's age, so fewer than 50 items are typically given to any one child. Most of the items are designed for children three to eight years of age. Each item contains four pictures, and the child points to the picture that best represents the word spoken by the administrator. No reading is required of examinees. Categories of items cover a wide range of topics, and the pictures in the items represent both males and females and a range of races and ethnicities. The PPVT-III is widely used in early childhood and family literacy programs for evaluation involving pre- and post-testing. There is also a Spanish form, titled Test de Vocabulario en Imagenes Peabody (TVIP), which is derived directly from the PPVT-III.

School Attendance

Attendance for 5-7 year olds/compulsory school age children is defined as the number of days the child attends in relation to the total number days of compulsory schooling offered by the school district or private school in which the child is enrolled. The District of Columbia Public Schools requires students to attend school 183 days per school year. 90% of required school days constitute 165 days.

Stanford Achievement Test 9th edition (Stanford 9) (K through 6th Assessments)

Developer(s)	Harcourt Brace & Company (1996)
Type of Instrument	Norm-referenced test
Description	The Stanford Achievement Test Series, Ninth Edition, (SAT 9) is designed to measure achievement in the areas of reading, mathematics, language arts, science and social science. SAT-9 also provides several other measures including thinking skills, using information and listening (Grades 4 & 8) scores.

Work Sampling Authentic Assessment System

Developer(s) Rebus Company

Type of Instrument Performance assessment and curriculum

Description The Work Sampling System (WSS) is a curriculum-embedded performance assessment that is based on teachers' observations of children ages preschool to the fifth grade. WSS consists of three interrelated elements—developmental guidelines and developmental checklists, portfolios, and summary reports. The program covers seven curriculum areas or domains: personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development. Each domain is composed of several components, performance indicators, and classroom examples. Another element of the program is the Omnibus Guidelines, used for collecting information about six years of children's growth and development in a single volume and showing on facing pages how each performance indicator changes over time.

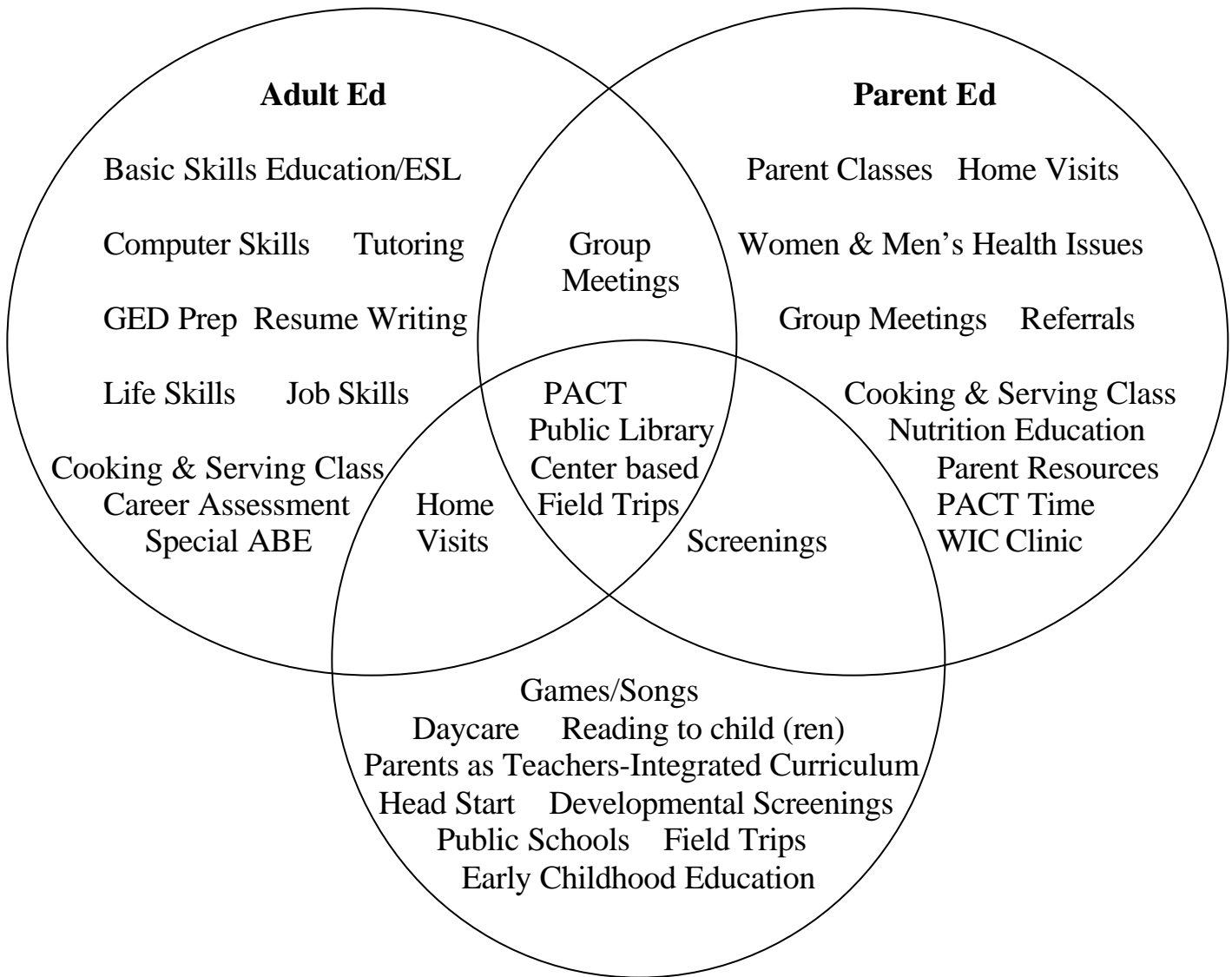
The Key to Success of a Quality Comprehensive Family Literacy Program

Programs delivering comprehensive family literacy services that demonstrate the desired outcomes and have the most impact upon individuals, families, and communities are those that are designed for the integration and interaction of all the elements:

- **The Adult Education/ESL** component is designed to be integrated with **Interactive Parent/Child Activities** and **Parent Education** as well as the **Early Childhood Education** component. One way this is done is through the use of children's literature being used throughout the four component areas.
- Adults will spend time in **adult education class** preparing for **Interactive Parent/Child Activities**. They will spend time in **Parent Education** reflecting upon Interactive Parent/Child Activities.
- Topics of interest that provide reading, writing, and discussion opportunities in the **Adult Education/ESL** component will be carried over into problem-solving discussion and strategic planning in **Parent Education**.
- Parents will learn about child development and cognition in both the **Adult Education/ESL classes** and the **Parent Education** component applying their newly acquired skills in **Interactive Parent/Child Activities**.
- **Early Childhood Education** instruction will be influenced by the topics of discussion in the **Adult Education/ESL classes** in order to support the parents in their increased involvement in the child's development both in the program and in transference to the home environment.

All components of high-quality comprehensive family literacy services have the potential for direct effect on both the future of the children and the family unit. **Therefore, it is incumbent that all program staff plan together in order to facilitate component integration.** However, the most significant influence follows from the synergy created by the integration of the component parts as a system, reflecting the truth of the statement "the whole is greater than the sum of its parts."

Program integration can also be viewed as a schematic map.



ATTACHMENT K

Office of the Assistant Superintendents
Schools at a Glance

<i>Division I</i>	<i>Division II</i>	<i>Division III</i>	<i>Middle/JHS</i>	<i>Senior High</i>	<i>T-Schools</i>
Gwendolyn W. Bryant William Johnson Arnold Ramos Linda Taylor	David E. Mason Judith Richardson Pending Deborah Lattimore	William Wilhoyte Joan Altken Brenda Willoughby Linda Roberts	Patricia Watkins Susan Taylor Pending Deborah Lattimore	Linette Adams John McCoy Lori Plummer D. Marie Steward	LeGrande Baldwin
Adams <i>Juanita Gray</i>	Alton <i>Peggy Mussenden</i>	Amidon <i>John Goudeauz</i>	Backus, MS <i>Johnny Vann</i>	Anacostia <i>Mildred Musgrove</i>	Choice Academy <i>Gary Washington</i>
Bancroft <i>Fay Thompson</i>	Benning <i>Jacqueline Gartrell</i>	Bowen <i>Almeta Hawkins</i>	Brown, MS <i>Raymond Miller</i>	Ballou <i>Art Bridges</i>	Cooke, H.D. ES <i>Erasmo-Garza</i>
Barnard <i>Shirley Hopkinson</i>	Brookland <i>Paula Boone</i>	Brent <i>Connie Cowley</i>	Browne, JHS <i>Cynthia Clarke</i>	Ballou Stay <i>*Wilbert Miller</i>	Davis, ES <i>Yvonne Morse</i>
Beers <i>Anthony Fears</i>	Bunker Hill <i>Beryl Proctor</i>	Brightwood <i>Wanda Fox</i>	Deal JHS <i>Reginald Moss</i>	Banneker <i>Patricia Tucker</i>	Evans MS <i>Joyce Thompson</i>
Birney <i>LeRoy Owens</i>	Cleveland <i>Annie Mair</i>	Burroughs <i>Nae Davis</i>	Eliot JHS <i>Andre Roach</i>	Bell <i>Maria Tukeva</i>	Kramer MS <i>Tyrone Hopkins</i>
Bruce-Monroe <i>Marta Palacios</i>	Drew <i>Steven Roseman</i>	Clark <i>Patricia Joyner</i>	Eliot Center <i>*Joseph Dixon</i>	Cardozo <i>Reginald Ballard</i>	LaSalle ES <i>Barbara Johnson</i>
Burrville <i>Gwendolyn Baccus</i>	Eaton <i>Willie McElroy</i>	Draper <i>Sandra Coates</i>	Fletcher-Johnson EC <i>Freddie Vaughns</i>	Coolidge <i>Richard Jackson</i>	Noyes ES <i>Wayne Ryan</i>
Cook, J.F. <i>Mark Bickerstaff</i>	Ferebee-Hope <i>Robert Graves, Sr.</i>	Emery <i>Anne Jackson</i>	Francis JHS <i>Courtney Fletcher</i>	Dunbar <i>Judith Richardson</i>	Phelps CSHS <i>Reginald Burke</i>
Gage-Eckington <i>Cecelia Brady</i>	Gibbs <i>Jennie Jones</i>	Fillmore Arts Center <i>*Patricia Mitchell</i>	Garnet-Patterson MS <i>Veda Usilton</i>	Dunbar Pre-Engineering <i>*Gertrude Wills</i>	Simon ES <i>Duane Ross</i>
Garrison <i>Anita Drayton</i>	Hamilton Center <i>*Brenda Kinsler</i>	Garfield <i>Viola Smith</i>	Hardy <i>Patrick Pope</i>	Eastern <i>Louis Sheppard</i>	Staton ES <i>Kaye Williams</i>
Green	Houston	Hyde	Harris, P.R. EC	Ellington	Terrell JHS

ATTACHMENT K

<i>Florine Bruton Division I</i>	<i>Janicce Melvin Division II</i>	<i>Anne Jenkins Division III</i>	<i>Theodore Hinton Middle/JHS</i>	<i>Mitzi Yates Senior High</i>	<i>Francis Nicol T-Schools</i>
Gwendolyn W. Bryant William Johnson Arnold Ramos Linda Taylor	David E. Mason Judith Richardson Pending Deborah Lattimore	William Wilhoyte Joan Altken Brenda Willoughby Linda Roberts	Patricia Watkins Susan Taylor Pending Deborah Lattimore	Linette Adams John McCoy Lori Plummer D. Marie Steward	LeGrande Baldwin
Harris, C.W. <i>Shirley Ambush</i>	Ketcham <i>Joyce Grimes</i>	Janney <i>Charles Abelmann</i>	Hart MS <i>Lee Epps</i>	Lee, M.D. <i>JoAnn Turner</i>	Turner ES <i>Marcia Parker</i>
Hearst <i>Betty Shamwell</i>	King, M.L. <i>Valoria Baylor</i>	Kimball <i>Sheila Miller</i>	Hine JHS <i>Michael McIntosh</i>	Moore, L.C. <i>Reginald Elliott</i>	Walker-Jones ES <i>Wilma Durham</i>
Hendley <i>Barbara Green</i>	Leckie <i>Clementine Homesley</i>	Mann <i>Sheila Ford</i>	Jefferson JHS <i>Deborah Holmes</i>	Oak Hill <i>Edna O'Conner/ Arthur Linder</i>	Wilkinson ES <i>Burnell Holland</i>
Kenilworth <i>Willie Hagans</i>	Ludlow-Taylor <i>Donald Presswood</i>	Maury <i>Dale Talbert</i>	Johnson JHS <i>Robert Gill, Sr.</i>	Roosevelt <i>Learie Phillip</i>	
Key <i>David Landeryou</i>	Montgomery <i>Ann Thomas</i>	Park View <i>Charles Harden, Jr.</i>	Lincoln MS <i>Enrique Watson</i>	Roosevelt STAY <i>*George Gaudette</i>	
Lafayette <i>Lynn Main</i>	Moten <i>George Smitherman</i>	Patterson <i>Stuart Gary</i>	MacFarland MS <i>Antonia Peters</i>	School w/o Walls <i>Dana Bedden</i>	
Langdon <i>Barbara Campbell</i>	Moten Center <i>*Herbert Boyd</i>	Plummer <i>Karyn Barra</i>	Marshall EES <i>Eugene Pair/ Eileen Wilson</i>	Sharpe Health <i>LeGrande Lewis</i>	
Malcolm X <i>Vaughn Kimbrough</i>	Payne <i>Dennis Homesley</i>	Powell <i>Harriet Weatherspoon</i>	Merritt EC <i>Marion Kelly</i>	Spingarn <i>Robert Graves</i>	
McGogney	Reed	Raymond	Prospect Center	Spingarn Center	

* Director
Revised 4 September 2002
Office of the Associate Superintendent

ATTACHMENT K

Cedric Lynch

John Sparrow

Timothy Williams

Eve Peterson

**Edwin Powell*

Division I

Division II

Division III

Middle/JHS

Senior High

T-Schools

Gwendolyn W. Bryant
William Johnson
Arnold Ramos
Linda Taylor

David E. Mason
Judith Richardson
Pending
Deborah Lattimore

William Wilhoyte
Joan Altken
Brenda Willoughby
Linda Roberts

Patricia Watkins
Susan Taylor
Pending
Deborah Lattimore

Linette Adams
John McCoy
Lori Plummer
D. Marie Steward

LeGrande Baldwin

Mayer

Rudolph

Ross

Shaw JHS

Spingarn STAY

Betty Brown

Thomas Jones

Gloria Smith

Gregory Thomas

Erline Whittaker

Miner

Savoy

Shaed.....Sousa MS

Technolgy HS @ McKinely

Angela Tilghman

Ann Evans

Nancy Berry

Willima Lipscomb

Daniel Gohl

Murch

Seaton

Smothers

Stuart-Hobson MS

Washington, M.M. Center

Marjorie Cuthbert

Willie Lamb

Leroy Swain

Rita Johnson

Josie Paige

Nalle

Shadd

Stevens

Taft Center

Washington, M.M. Center

Gloria Dobbins

Darrin SladePolly Brown

Roberta Epps

**Edwin Powell*

**Edwin Powell*

Orr

Shepherd

Truesdell

Takoma EC

Wilson

Mark Harris

Katherine James

Carolyn Brooks

Mary Grant

Stephen Tarason

Oyster

Slowe

Tubman

Terrell Center

Woodson

Arturo Flores

Patricia Harris

Sadia White

**Judy Jone*

Edwin Jones

Peabody

Stoddert

Tyler

Winston EC

Woodson Business & Finance

Jennifer Smith

Sheena Tuckson

Joan Kelley

Katie Jones

**Virgil Smith*

Randle Highlands

Terrell, M.C.

Van Ness

Tony Jones, Jr.

Tanya Deskins

George Moore

Reggio Emilia SWSC

Thomas

West

* Director

Revised 4 September 2002

Office of the Associate Superintendent

ATTACHMENT K

*Sarah BurkeWillie Scudder

Richard Bachman

Division I

Division II

Division III

Middle/JHS

Senior High

T-Schools

Gwendolyn W. Bryant
William Johnson
Arnold Ramos
Linda Taylor

David E. Mason
Judith Richardson
Pending
Deborah Lattimore

William Wilhoyte
Joan Altken
Brenda Willoughby
Linda Roberts

Patricia Watkins
Susan Taylor
Pending
Deborah Lattimore

Linette Adams
John McCoy
Lori Plummer
D. Marie Steward

LeGrande Baldwin

River Terrace

Webb

Wilson, J.O.

Richard Patterson

Amy Jones

Cheryl Warley

Thomson

Wheatley

Young

Gladys Camp

Olassa Boston

Aona Jefferson

Watkins

Whittier

Jennifer Smith

Carmelita Walker

* Director

Revised 4 September 2002

Office of the Associate Superintendent

ATTACHMENT L

Title I Schools in Need of Improvement

Elementary Schools

Bruce-Monroe
Stanton
Wilkinson
Fletcher-Johnson

Middle/Junior High Schools

Evans Middle School
Sousa Middle School
Johnson Junior High School
R.H. Terrell Junior High School

Senior High Schools

Anacostia
Ballou
Coolidge
Eastern
Roosevelt
M.M. Washington
Woodson

ATTACHMENT M

**FY 2003 EVEN START FAMILY LITERACY PROGRAM
SCHEDULE OF PROGRAM OPERATIONS**

Name of program: _____

Start Date: _____ **End Date:** _____

Report the following:

Number of days per calendar year in session - AE: _____ EC: _____

Number of days per calendar year not in session due to vacations/holidays: _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday

ATTACHMENT N

SUFFICIENT INTENSITY AND DURATION INFORMATION

Applicant: _____ **Program Title:** _____

Component/Activity	Location	Hours Per Week	Hours Per Month	Months Per Year	Total Hours Per Year	Grant Funded ** (yes/no)	Responsible Agent
Adult Education							
Early Childhood							
Parenting Education							
Parent and Child Together (PACT) Time							
Home Visiting							
Program Planning/staff meeting, other***							
TOTAL:			*		*		*

* Do not total these columns

** If funding is derived from Even Start enter yes, if no, provide funding source, e.g. School Readiness

*** These meetings should include adult education liaison, key person etc.

ATTACHMENT O

Plan of Operation and Continuous Improvement Attestation

Section 1205 (program elements) of the Even Start Legislation requires that programs include the following elements:

I do hereby attest that the program includes the following:

1. Clear attainable and measurable objectives and strategies against which the progress and success of the project will be measured.
2. Identification and recruitment of families most in need.
3. Screening and preparation of parents to participate fully in the activities including testing, referral and support services.
4. Design that accommodates participants' work schedule and other responsibilities such as:
 - Scheduling and location of services to allow joint participation
 - Childcare for period that parents are enrolled
 - Transportation
5. High quality intensive instructional programs that promote adult literacy, empower parents and developmentally appropriate early childhood education.
6. Qualified staff as required by statute
7. On-going professional development and special training
8. Integrated instructional services
9. Year round services including enrichment and instruction during the summer.
10. Instructional programs based on scientifically based reading research.
11. Efficient program administration.
12. Attendance and participation policies that encourage families to attend
13. Reading readiness activities for preschool children based on scientifically based reading research.
14. Evidence on the educational outcomes of the program.
15. Prior performance in operating a family literacy program.
16. Sufficient intensity to create a substantial impact on the family.

Signature of the Program Director: _____

Date: _____

ATTACHMENT P

Staff Qualifications

Program Name: _____

Name	Position	Highest Level of Education Obtained						Date Completed or Currently Enrolled	Where Enrolled	Primary Duties*	% of Time
		HS	CDA	AA	BS/BA	MA/MS	Ph.D.				

* For primary duties indicate one of the following:

- **Administrative**
- **Database/Spreadsheet**
- **Instructional**
- **Support/Clerical**

ATTACHMENT Q

FY 2003 Even Start Early Childhood Accreditation Status

Accreditation	In Progress	Not Started	Completed	Date of or dates to be completed
Pre-Accreditation ECERs				
NAEYC				
Dept. of Health				
Licensing				

Narrative/Explanation: